

**Vocabulary Acquisition's Strategies of English as Second
Language by Female Students of Islamic Boarding School
“Jawahirul Hikmah”**

THESIS

**Submitted as Partial Fulfilment as the Requirements for the Bachelor Degree
in English Department Faculty of Arts and Humanities State Islamic
University Sunan Ampel Surabaya**



By:

Ina'ul Fitri Khumida Syari

Reg. Number: A73214042

**ENGLISH DEPARTMENT
FACULTY OF ARTS AND HUMANITIES
STATE ISLAMIC UNIVERSITY SUNAN AMPEL SURABAYA**

2018

The undersigned,

Name : Ina'ul Fitri Khumida Syari

Reg. Number : A73214042

Department : English Department

Faculty : Arts and Humanities

Declares that the thesis under the title *VOCABULARY ACQUISITION'S STRATEGIES OF ENGLISH AS SECOND LANGUAGE BY FEMALE STUDENTS OF ISLAMIC BOARDING SCHOOL "JAWAHIRUL HIKMAH"* is my original scientific work which has been conducted as a partial fulfillment of the requirements for the Bachelor Degree and submitted to the English Department, Arts and Humanities Faculty of State Islamic University Sunan Ampel Surabaya. Additionally, it does not incorporate any other text from the previous experts except the quotations and theories itself. If the thesis later is found as plagiarism work, the writer is truthfully responsible with any kind of suitable rules and consequences.

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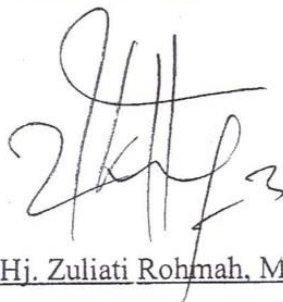
By : Ina'ul Fitri Khumida Syari

A73214042

Approved to be examined

Surabaya, July 10th 2018

Thesis Advisor



Prof. Dr. Hj. Zuliati Rohmah, M.Pd.

NIP. 197303032000032001

Acknowledge by:

The Head of English Department




Dr. Muhammad Kurjum, M.Ag.

NIP. 196909251994031002

EXAMINER SHEET

This thesis has been approved and accepted by the Board of Examiners of English Department, Faculty of Arts and Humanities, State Islamic University of Sunan Ampel Surabaya.

The Dean of Faculty of Arts and Humanities



Dr. H. Agus Aditoni, M.Ag.
NIP: 196210021992031001

The Board of Examiners Are:

Examiner 1



Prof. Dr. Hj. Zuliati Rohmah, M.Pd
NIP: 197303032000032001

Examiner 2



Murni Fidiyanti, MA
NIP: 198305302011012011

Examiner 3



Raudlotul Jannah, M. App. Ling
NIP: 197810062005012004

Examiner 4



H. Mahfud M. Sodik, Lc. M.Pd.I
NIP: 196912162007011028



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax. 031-8413300
E-Mail: perpus@uinsby.ac.id

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Nama : Ina'ul Fitri Khumida Syari
NIM : A73214042
Fakultas/Jurusan : Adab dan Humaniora / Sastra Inggris
E-mail address : inaulfitri1996@gmail.com / inaul_fitri@yahoo.co.id

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ABSTRACT

Khumida, Ina'ul Fitri. 2018. *Vocabulary Acquisition's Strategies of English as Second Language by Female Students of Islamic Boarding School "Jawahirul Hikmah"*. English Department, Faculty of Arts and Humanities. The State Islamic University of Sunan Ampel Surabaya.

The Advisor : Prof. Dr. Hj. Zuliati Rohmah, M.Pd.

Key Words : Language acquisition, Vocabulary acquisition, Learning strategies.

There have been so many researchers conducted research in language acquisition. Generally, linguists group the process of acquiring language into first language acquisition and second language acquisition. In addition, there is also term vocabulary acquisition which refers to the process of acquiring vocabulary.

In fact, the term acquisition is interpreted differently by language researchers. Some researchers distinguish between acquiring and learning. On the other side, the other researchers assume those terms as the same. In this research, the researcher refers to the notion that those two are similar.

The process of acquiring vocabulary is influenced by many factors. Some of the factors found by the language researchers are first language background, motivation, and learning strategies. Language strategies itself can be divided to some types.

Researchers found various strategies in their research on language learning strategies. One of them is Shirahata et al. (1999, in Azumi, 2008) who divided learning strategies into direct and indirect strategies which each of them contains three sections. Azumi (2008), using language learning strategies initiated by Shirahata et al., found that strategies in learning vocabulary is more used by advanced students than intermediate and elementary students.

By this research, the writer tried to look for the strategies that mostly used by students, their reason for using the strategies, and how the strategies influence them, which was not done in Azumi's research.

By the end of this research, the researcher found that the results were the most often used strategies by each subject in this research are *Repeting* and *Using Music*. Their reasons for choosing certain strategies were varied. Each of them was different based upon factors influencing each subject. And the last, the way each strategy takes role in vocabulary acquisition process is also depended on the subject who chooses it

Finally, the researcher hopes that the finding of this research can be useful for the development of science in language acquisition, especially in vocabulary acquisition, and help the readers who want to explore the lore of it.

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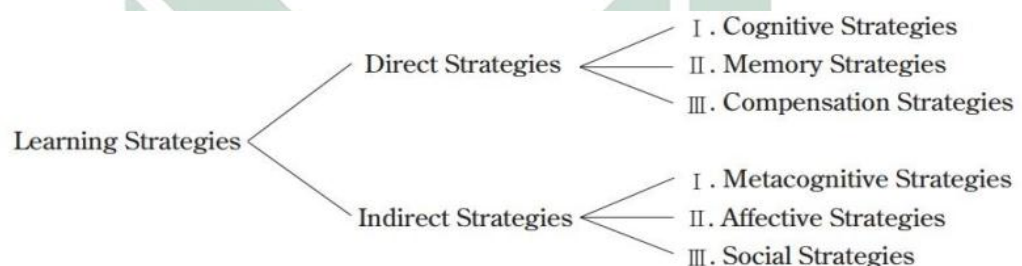
(2013) and Rafik (2005) make distinctions between acquisition and learning that acquisition is a subconscious process based on the use of language in informal situation for meaningful communication such as daily conversation when the users do not focus on form of the languages while learning is a conscious process which takes place in contexts which there is conscious attention on the structure of language. In this research, the researcher refers to the interpretation which both are equal.

Furthermore, language acquisition can be divided into two kinds, first language acquisition (FLA) and second language acquisition (SLA). FLA is the acquisition process of first language (L1), the languages which are acquired during the childhood from people in the vicinity and spoken in the home environment. Whereas SLA is the acquisition process of second language (L2). It refers to the additional language which is acquired after first language. Even though it may be actually the third, fourth, or tenth to be acquired. (Saville-Troike, 2006).


Many language researchers agree that L2 is the language that is acquired subsequent to the L1. The existence of the prefix 'second' makes it refer to any language that is learned after the mother tongue. Thus, it can refer to the third, fourth, even tenth language (Ortega, 2013; Saville-Troike, 2006). Also, 'second' is not intended to contrast with 'foreign' (Ellis, 1997). Nevertheless, some researchers argue that not all languages which are acquired after the L1 can be called as L2. There must be a clear distinction between L2 and foreign language (FL). Laraba (2007) argues that L2 must not only learn after the mother tongue

There is the process of acquiring vocabulary which is called as vocabulary acquisition. Vocabulary acquisition becomes an essential part of language acquisitions since no one, even with perfect grammar skill, can convey message without any vocabulary. Vocabulary is needed to express ide and to understand other people's utterance (Alqahtani, 2015).

One of the researches in learning strategies has been done by Azumi (2008). His research uses a classification made by Shirahata et al. (in Azumi, 2008) which classify learning strategies into two major classes : direct and indirect strategies, and six groups : cognitive, memory, compensation, metacognitive, affective, and social strategies. (see figure 1)



He conducts his research on 148 students enrolled in liberal arts English classes in a university in Iwate, Japan. He divides language learners into three categories based on the score of ‘Test of English as a Foreign Language Instructional Testing Program level 2 test (TOEFL ITP)’ which are elementary, intermediate, and advanced.

In his research, he finds that advanced students use more strategies than intermediate students. The intermediate students use more strategies than elementary students. Yet, the pattern of the six strategies use in three different classes are almost the same. He also mentions that the strategy that is the most widely used is the same, translating (cognitive). However, he does not analyze the reason why they choose their strategies. 

By this research, the researcher does not only analyze the role of learning strategy in vocabulary acquisition and look for the strategy that is most frequently used but also find out the reason of each subject in choosing the strategies. The finding of this research is hoped to deep the results of studies that will conduct on learning strategies factor in vocabulary acquisition. Thus, both bilingual and multilingual learners are expected to get direction from this study to get efficient way in acquiring L2 vocabulary.

And why I choose Islamic Boarding School “Jawahirul Hikmah” as my data source, because it located in the District Besuki, Tulungagung, East Java that no far from the center of the complex contained cottage Hydro Electric Power Plant (HEPP) Neyama, Tunnel and central Neyama Tulungagung marble quarry which is very famous in the world. In addition, it is also on track toward tourism Popoh Beach and Sidem Beach. This path is now more pioneered route a crosss southern (JLS).

Just like a boarding school, Islamic Boarding School “Jawahirul Hikmah” also accommodates many students. They come from all over the country. In this Islamic Boarding School, K.H. Muhammad Zaki also has established two

The reputation of Islamic Boarding School of “Jawahirul Hikmah” cannot be underestimated. One proof of this, this Islamic Boarding School has Marching Band, a strong group that has been reputed national level. In fact, Islamic Boarding School of “Jawahirul Hikmah” marching Band is also often performs abroad.

1.2. Research Problems

1. What learning strategies are mostly used by the female students in Jawahirul Hikmah in acquiring vocabulary?
2. Why they are choosing those strategies?
3. How does each of the learning strategies take role in learners' vocabulary acquisition?

1.3. Research Objectives

As stated at the problems of the study above, the aims of the study are as follows:

1. To know the learning strategies those are often preferred by the students in acquiring vocabulary.
2. To know the reasons for those strategies to be chosen by subjects.
3. To find the way each learning strategy used takes role in learners' vocabulary acquisition.

1.4. Significance of the Research

In this thesis the researcher expects to achieve some practically significances for the readers as follow:

The reader can enrich and add knowledge about relation to learning strategy, language acquisition, and vocabulary acquisition, especially which are found in the female students of Islamic Boarding School “Jawahirul Hikmah”. Practically, this analysis can be advantageous and useful to the readers, especially to the students of English Department who are interested in this aspects. In addition, the researcher hopes that this research can add more references for the students that want to do the next research.

1.5. Scope and Limitation

It is necessary to limit the analysis is to avoid the vagueness since the object of psycholinguistics is too wide. So, in this analysis conduct to identify the way each vocabulary learning strategy takes role in vocabulary acquisition

process and the reason why learner choose their strategies. Furthermore, this research only includes strategies that were classified into six classes as stated by Shirahata et al. (in Azumi, 2008); cognitive, memory, compensation, metacognitive, affective, and social strategies.

1.6. Definition of Key Terms

- a. **Language acquisition** : Language acquisition is an ability to innate language that has hard- wired into human brain (Randall, 2007).
- b. **Vocabulary acquisition** : Vocabulary acquisition is the ability of acquiring vocabulary. It can be by either listening or reading.
- c. **Learning strategies** : Learning strategies are ability or skill used by learners to intake, store, and retrieve during the learning process (Lee, 2010).
- d. **Second Languages Acquisition**: The process by which people learn second language.

REVIEW OF LITERATURE

2.1 Vocabulary Acquisition

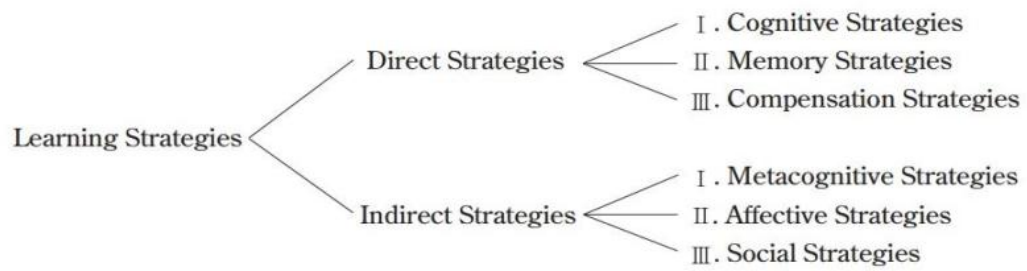
There are so many researches that has been done in vocabulary acquisition. The first research is conducted by Moore, Penno, and Wilkinson (2002) mention those three essential ways in which children's school experiences may contribute to grow in their vocabularies. The first way is by direct order or command in individual word meanings. The second is by incidental learning from verbal context. The third is by combination of direct instruction and verbal context. Furthermore, they also mention some variables that influenced the learning of word meanings from context: connection between the unfamiliar word and the context clue, the proximity of the unfamiliar word and the context clue,

the reader's experience in using contextual clues, the type of target word, the age of the learner, and the reading ability of the learner.

2.2 Learning Strategies

Furthermore, language learning strategies can be interpreted as techniques or methods used by learners to improve and facilitate the language acquisition process (Hardan, 2013). There are many classifications of language learning strategies made by scholars. One of the classifications of language learning strategies is as proposed by Shirahata et al. (1999, in Azumi, 2008).

The classification is as follows:



The details for each strategy are as follow:

Table 1: Cognitive Strategies

Direct Strategies		
Cognitive strategies	Practicing	Repeating
		Formally practicing with sound system
		Formally practicing with writing system
		Recognizing and using formulas and patterns
		Recombining
	Receiving and sending message	Getting the idea quickly
		Using resources for receiving and sending messages
Analyzing and reasoning	Analyzing expressions	
	Analyzing contrastively	

Table 6: Social Strategies

Indirect Strategies		
Social strategies	Asking questions	Asking for clarification
		Asking for verification
		Asking for correction
	Organizing network	Making friends with peers
		Making friends with proficient users of the new language
	Cooperating with others	Cooperating with peers
		Cooperating with proficient users of the new language
	Empathizing with others	Developing cultural understanding
Becoming aware of others' thoughts and feelings		

The table shows language learning strategies that are divided into two major classes and six groups. The first class is called direct strategies. It is the class of language learning strategies which related to direct learning process. Direct strategies are divided into three groups based on the process. They are cognitive, memory, and compensation strategy. Cognitive strategies allow learners to understand and produce new language by many different means. Memory strategies help learners to keep and recover new information. Compensation

divided into metacognitive, affective, and social strategies. Metacognitive strategies deal with learners' cognition or how they control their learning process (Kozma, 2006). Affective strategies deal with emotion management of learners (Kozma, 2006). Social strategies let the learners face the opportunity to expose with others in order to gain knowledge (Burešová, 2007).

RESEARCH METHOD

1.7. Research Design

There were three categories of case study that was noted by Yin (in Zainal, 2007); exploratory, descriptive, and explanatory case studies. So, the researcher applied descriptive case study which aimed to describe the phenomena that occur inside the data in question, for example, what were the strategies used by the subject and how the subject used them. Furthermore, the data in descriptive case study were described in narrative form.

The main instrument for this research was human as the researcher fully collect and analyze the data himself. Additionally, there were other instruments: subjects of the study population, interview questions, observation sheet, questionnaire, and tape recorder.

The observation sheet was used to note details of events happening during the observation period, especially about subjects' learning strategies when doing activities related to acquisition of vocabulary in English. In the observation sheet (see Appendix 2), there was a table consisting of four rows of columns that were used to note time, activities, strategies being used, and notation.

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3.3. Data

The data of this research were students' strategies, students' reasons of using strategies, and the role of strategies in learning. The data were obtained by doing questionnaire test, interview, and observation.

3.4 Data Sources

The data sources of this study were chosen by 23 female from Islamic Boarding School Jawahirul Hikmah. Since this research needed to deep analysis which required the researcher to observe the subjects as often as possible, it was impossible for the researcher to use male students as sample knowing that religious laws in Islamic Boarding School Jawahirul Hikmah itself prohibit non-married man and woman to be together and stay in the same place.

The 23 students were selected by conducting a questionnaire test to know what the most strategies that they were used. Then 10 students were chosen according to the researcher's objective perspective and frequently had discussion with them. Meanwhile, the data in the form of questionnaire sheets and note which were taken by the researcher were the result of observation during the research.

3.5 Data Collection

The researcher used the following techniques to collect the data:

1. Asking to respond the questionnaire

After 23 subjects were selected, the researcher asked them to respond to the questionnaire. The questionnaire used was the one which had been adapted to

the classification of language learning strategies that proposed by Shirahata et al. It was considered as feasible because it had been tested on the dissertation of the author. The questionnaire questions were as in the Appendix 1. The answer of questionnaire stage was used to describe the strategies chosen by the subjects.

2. Doing observation

3. Doing interview

recorded then transcribed in a memorandum which had been prepared by the researcher.

3.6. Data Analysis

After the data were collected, the researcher analyzed it using following steps:

1. Developing coding to analyze transcription

Before analyzing transcription data from the interview, the researcher developed the coding to facilitate and make analysis easier. Meanwhile, the coding was as printed bold in the following table:

Table 1: Cognitive Strategies

Direct Strategies (DS)		
Cognitive strategies Cog	Practicing 1	Repeating A
		Formally practicing with sound system B
		Formally practicing with writing system C
		Recognizing and using formulas and patterns D
		Recombining E

After the observation session done for 4 times, the researcher looked for any strategy that the subjects had used during the observation which was not mentioned in the questionnaire. Then, these data were combined with the data obtained from questionnaire.

In this step, after doing the interview, the researcher processed the audio recording of interview into transcription or written data analyzing transcription of interview recording.

After getting interview recording transcribed, the researcher analyzed it by reading and giving mark on each point that was in form of method and usage reason in the interview result.



FINDINGS AND DISCUSSION

4.1 Findings

From the questionnaire result, the researcher finds that most of the subjects apply every strategy in acquiring vocabulary. As appear in Figure 4.1, 24% of the students use *Cognitive Strategies*, 13% of the students use *Memory Strategies*, 9% of them use *Compensation Strategies*, 14% of the students use *Metacognitive Strategies*, 25% of them use *Affective Strategies*, and 14% of the students use *Social Strategies*. The questionnaire data shows that sub category of *Using Music* (Aff.1.B), *Repeating* (Cog.1.A), and *Formally Practicing With Writing System* (Cog.1.C) are the strategies that most widely used by the subjects. But the only sub category strategy of *Structured Reviewing* (Mem.3) and *Guessing Intelligently* (Com.1) are not used by all of the subjects when they fill in the questionnaire.

Practicing category (Cog.1) that are used by the students consist of *Repeating* (Cog.1.A) used by 20 students, *Formally Practicing With Sound System* (Cog.1.B) used by 14 students, *Formally Practicing With Writing System* (Cog.1.C) used by 18 students, *Recognizing Formula* and *Recombining* (Cog.1.D and Cog.1.E) are not used by them. Next is 11% of the students use *Receiving and Sending Message* category (Cog.2). *Receiving and Sending Message* category (Cog.2) that are used by the students consist of *Getting Idea Quickly* (Cog.2.A) used by 4 students and *Using Resources for Receiving and Sending Message* (Cog.2.B) used by 1 student. Then 28% of the students use *Analyzing and Reasoning* category (Cog.3). *Analyzing and Reasoning* category (Cog.3) that are used by the students consist of *Analyzing Expressions* (Cog.3.A) used by 3 students, *Analyzing Contrastively* (Cog.3.B) used by 2 students, *Translating* (Cog.3.C) used by 10 students, and *Transferring* (Cog.3.D) used by 2 students. And 6% of the students use *Creating Structure for Input and Output* category (Cog.4). *Creating Structure for Input and Output* category (Cog.4) that are used by the students consist of *Taking Notes* (Cog.4.A) used by 4 students, *Summarizing* (Cog.4.B) and *Highlighting* (Cog.4.E) are not used by them.

Based on the observation done by researcher, *Cognitive Strategies* that is used by them were found on the first day until the last day observation. First, Sunday (April 15th, 2018), they woke up at 4.20 a.m. and did some routines such as praying, cleaning their room, and buying breakfast. In that evening, they searched and read some article and used online translator to get the meaning of words that they felt strange. Online translator itself include in *Translating* (Cog.3.C).

strategies in their class. They were *Translating* (Cog.3.C) and *Cognitive* (Cog.4.A).

The last observation also shown that they also used *Cognitive* strategies in a different place and different activity. Monday (May 21st, 2019), during the activity, they did their assignment in the library of Jawahirul Huda. Almost all of them used online translator to build sentences or words that they did not know in English. There were also noted the new words obtained from online translator.

3.1.2 Memory Strategies

activity, they did their assignment in the library of Jawahirul Huda. Almost all of them used online translator to build sentences or words that they did not know in English. There were also noted the new words obtained from online translator.

4.1.1.2 Memory Strategies

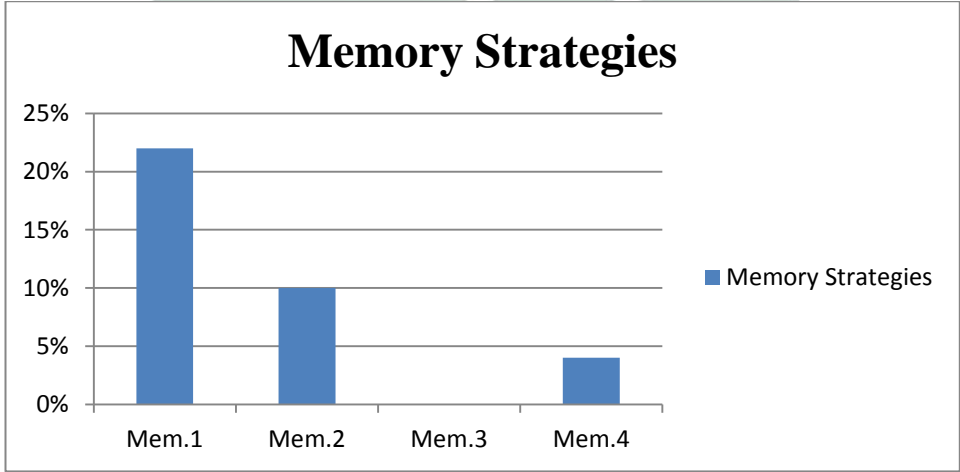


Figure 4.3

In general, based on the questionnaire, there are four big category strategies and ten sub category strategies in *Memory Strategies*. As appear in Figure 4.3, 22% of the students use *Creating Mental Linkages* category (Mem.1). *Creating Mental Linkages* category (Mem.1) that are used by the students consist of *Grouping* (Mem.1.A) used by 7 students, *Associating/Elaborating* (Mem.1.B) used by 3 students, and *Placing New Words Into a Context* (Mem.1.C) used by 5 students. Next is 10% of the students use *Applying Images and Sounds* category (Mem.2). *Applying Images and Sounds* category (Mem.2) that are used by the students consist of *Using Imagery* (Mem.1.A) used by 4 students, *Semantic Mapping* (Mem.2.B) used by 1 student, *Using Keywords* (Mem.2.C) used by 3 students, and *Representing Sound* (Mem.2.D) used by 2 students. *Reviewing Well* category (Mem.3) is not used by the students. And 4% of the students use *Employing Actions* category (Mem.4). *Employing Actions* category (Mem.4) that are used by the students consist of *Using Physical Responses* (Mem.4.A) used by 2 students and they are not use *Using Mechanical Techniques* (Cog.4.B).

Based on the observation done by researcher, they also used *Memory Strategies*. They were found on the first day and the second day observation. First, Sunday (April 15th, 2018), the researcher just found that they used memory strategies when they took a rest in lobby at 1.20 a.m. after pray of Dzuhur. They made a group with their friends and talk about their assignment by bringing with their book. They discussed each other to find the answer of their assignment. So, they used *Grouping* (Mem.1.A) in this activity.

age learning and they got a new vocab.

Compensation Strategies

Strategy	Value
Com.1	0
Com.2	5

■ Compensation Strategies

Figure 4.4

Consolidation Strategies



Figure 4.4

questionnaire, there are two big categories in *Compensation Strategies*. The first category (Com.1) is not used in *Overcoming Limitations In Speaking* and *Limitations In Speaking and Writing*. The second category consists of *Switching to The*

(Com.2.A) used by 4 students, *Using Mime or Gesture* (Com.2.B) used by 1 students, *Selecting the Topic* (Com.2.D) used by 5 students, *Coining Words* (Com.2.F) used by 1 student, *Getting Help* (Com.2.H) used by 9 students, *Avoiding Communication Totally* (Com.2.C), *Adjusting The Message* (Com.2.E), and *Using a Circumlocution or Synonym* (Com.2.G) are not used by students.

Based on the observation done by researcher, the researcher could look that they used *Compensation Strategies* just on the fourth observation, Monday (May 21st, 2018) in Ramadhan activity. In the afternoon, they conducted an English discussion activity in the lobby. The tutor, as a speaker, explained about pronoun as one of eight parts of speech. In this activity, the lesson was not delivered only by her but all of the members were involved to discuss together. During the discussion, they usually asked help about it to their tutor. And sometimes they spook two languages and switched them to make a sentence. They are English and Javanese language.

In the evening, after having dinner and doing Isya' prayer, they went to the lobby corner to get Islamic material. At 08 p.m, they moved on subject and read some books related to English. The researcher found that almost all of them also got a help from their friends to answer anything about English. So, in this observation, they used *Getting Help* (Com.2.H) and *Switching to The Mother Tongue* (Com.2.A) which were a part of *Compensative Strategies*.

4.1.1.4 Metacognitive Strategies

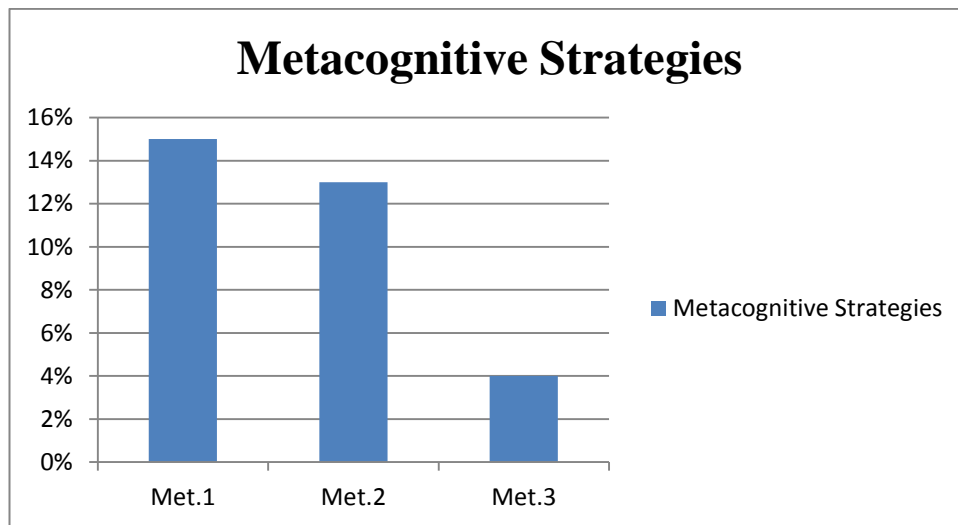


Figure 4.5

In general, based on the questionnaire, there are three big category strategies and eleven sub category strategies in *Metacognitive Strategies*. As appear in Figure 4.5, 15% of the students use *Centering Your Learning* category (Met.1). *Centering Your Learning* category (Met.1) that are used by the students consist of *Over Viewing and Linking with Already Material* (Met.1.A) used by 1 student and *Paying Attention* (Met.1.B) used by 6 students. Next is 13% of the students use *Arranging and Planning Your Learning* category (Met.2). *Arranging and Planning Your Learning* category (Met.2) that are used by the students consist of *Finding Out About Language Learning* (Met.2.A) used by 8 students, *Organizing* (Met.2.B) used by 3 students, *Planning* (Met.2.D) used by 5 students, *Identifying The Purpose of Language Task* (Met.2.E) used by 1 student, *Planning For Language Task* (Met.2.F), *Seeking Practice Opportunities* (Met.2.G) used by 1 student, and *Setting Goals* (Met.2.C) are not used by them. Then 4% of the

students use *Evaluating Your Learning* category (Met.3). *Evaluating Your Learning* category (Met.3) that are used by the students consist of *Self-monitoring* (Met.3.A) used by 2 students and *Self-evaluating* (Met.3.B) used by 2 students.

Based on the observation done by researcher, *Metacognitive Strategies* that was used by them were found on the second and the third day observations. First, Monday (April 23rd, 2018), at night, after praying Isya', they came to the lobby corner in the Islamic boarding school to present "Language Activity". They were there together doing group learning. However, they paid attention to their tutor. There were some tutors in that activity. If they did not understand, they could ask to their tutor. And, also there were the students could understand about the material without asked to their tutor. They were clearly with just paid attention about that learning. It is shown that *Paying Attention* (Met.1.B), part of *Metacognitive Strategies*, was used by them.

The third observation, Wednesday (May 9th, 2018) was almost same with the second observation. The researcher tried to look for another activity that doing by them. When the activity in the class began, it was around 7.30 a.m, they did language learning with their teacher. They read some of articles. After the teacher finished to explain that material, she asked them who did not understand is. And they just answered that they were understand. So, in this activity the researcher found that they also used *Paying Attention* (Met.1.B), part of *Metacognitive Strategies*, to reach the material and their vocabulary.

4.1.1.5 Affective Strategies

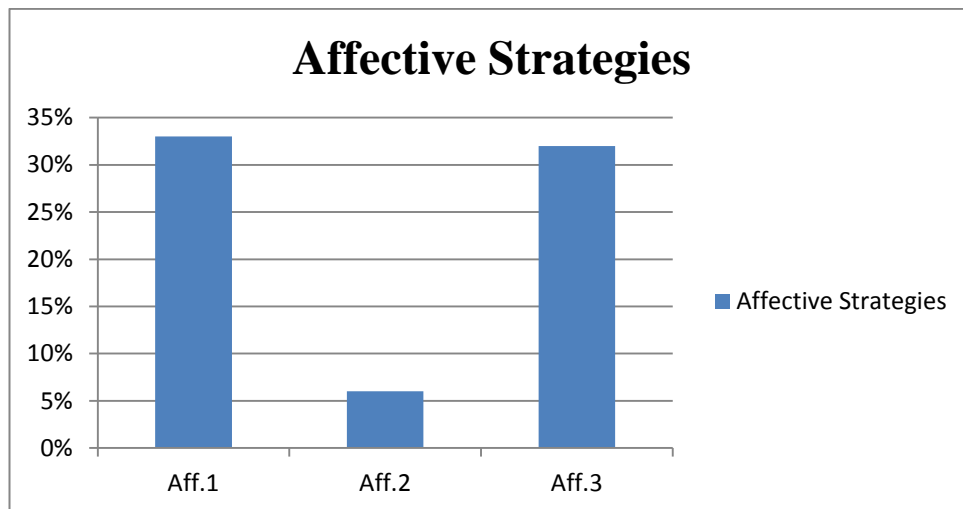
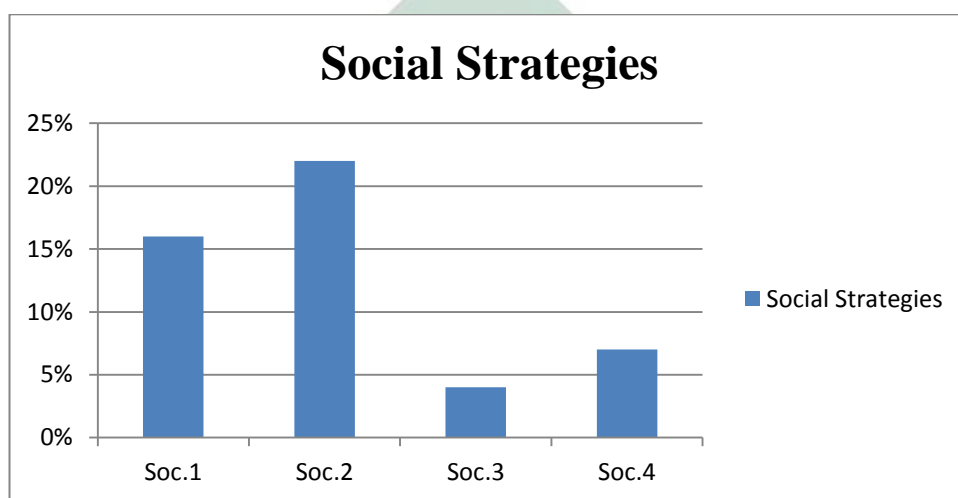


Figure 4.6

In general, based on the questionnaire, there are three big category strategies and ten sub category strategies in *Affective Strategies*. As appear in Figure 4.6, 33% of the students use *Lowering Your Anxiety* category (Aff.1). *Lowering Your Anxiety* category (Aff.1) that are used by the students consist of *Using Progressive Relaxation, Deep Breathing, or Meditation* (Aff.1.A) used by 1 student, *Using Music* (Aff.1.B) used by 22 students, and *Using Laughter* (Aff.1.C) are not used by students. Next is 6% of the students use *Encouraging Your Self* category (Aff.2). *Encouraging Your Self* category (Aff.2) that are used by the students consist of *Making Positive Statement* (Aff.2.A) used by 3 students, *Taking Risk Wisely* (Aff.2.B) is not used by them, and *Rewarding Yourself* (Aff.2.C) used by 1 student. Then 32% of the students use *Taking Your Emotional Temperature* category (Aff.3). *Taking Your Emotional Temperature* category (Aff.3) that are used by the students consist of *Listening to Your Body* (Aff.3.A) used by 3 students, *Using a Checklist* (Aff.3.B) used by 11 students, *Writing a*

to get Islamic material. At 08 p.m, they moved on subject and read some books related to English. Sometimes, the researcher saw a half of them listened to the music from mp3 to improve their mood, and then they noted some words that they got from that music. In other words, they also used *Using Music* (Aff.1.B) and *Using a Checklist* (Aff.3.B), part of *Affective Strategies* in their activity.



In general, based on the questionnaire, there are four big category strategies and nine sub category strategies in *Social Strategies*. As appear in Figure 4.7, 16% of the students use *Asking Questions* category (Soc.1). *Asking Questions* category (Soc.1) that are used by the students consist of *Asking for Clarification* (Soc.1.A) used by 1 student, *Asking for Verification* (Soc.1.B) used by 1 student, and *Asking for Correction* (Soc.1.C) used by 9 students. Next is 22% of the students use *Organizing Network* category (Soc.2). *Organizing Network* category (Soc.2) that are used by the students consist of *Making Friends with Peers* (Soc.2.A) used by 6

network, like making peers with their friends. There were some tutors in that activity. It continued until 9.30 p.m. The result of the second observation showed that they used *Social Strategies* in their learning vocabulary. Two of them were *Asking for Correction* (Soc.1.C) and *Making Peers With Friends* (Soc.2.A).

4.1.2 Reasons for Choosing Strategies

4.1.2.1 Cognitive Strategies

1. Easy to memorize (Repeating (Cog.1.A) and Taking notes (Cog.4.A))

Based on Tiya's reason "make me easy to memorize", and also Lia's reason "can repeat again, and repeat again. So it will make me easy to memorize", the researcher claims that they choose *Repeating* (Cog.1.A) because that strategy helps them to memorize the vocabulary easily. Besides that, the other students, Viona and Delta also have a same reason about why they choose *Repeating* (Cog.1.A).

After that, they also like to use *Taking Notes* (Cog.4.A) in their learning to get vocabulary. They apply this strategy in the third and the fourth observation done by researcher. They like to use *Taking Notes* because it can be applied anywhere and made them easy to remember things they noted.

2. Faster to find the meaning. (Translating (Cog.3.C))

Based on the interview, the researcher understands that Lia is one of the students that choose *Translating* as the strategy in her learning. According to her reason “because faster to find the meaning”, the researcher claims that by using this strategy, she can directly know the meaning of words in her alfabeta. By translating the text, she will see many translations of first language to second language. For example, when she translates the word ‘besar’ from Indonesia to English, she will get more than one vocabulary. There were ‘big’, ‘huge’, ‘great’, etc.

4.1.2.2 Memory Strategies

Related to the use of the *Memory Strategies*, there are four reasons why they chose to use *Memory Strategies*: They are helping progress, can enjoy with friends, easy to memorize, and reduce nervousness.

1. Helping Progress (Using Keywords (Mem.2.C))

Based on Hanani's reason "If using keywords, because it get to help progress", for her *Using Keywords* (Mem.2.C) was used to recall the forgotten vocabulary items. Helping progress it means that this strategy is chosen because sometimes she feels that she often forgets necessary vocabulary. And with this strategy she gets a help to progress her brain about new vocab.

2. Can enjoy with friends (Grouping (Mem.1.A))

According to Afra's reason that with this strategy, she can enjoy with her friends to discuss anything. Like in the interview, she said "Because I can enjoy with my friends". It means with *Grouping* (Mem.1.A), she can share anything and discuss any problems.

3. Easy to Memorize (Using Keywords (Mem.2.C))

Based on Dwi Multiatul's reason that with *Using Keywords* (Mem.2.C), she can memorize a vocab easily. She gets a help to memorize that vocab with this strategy. And she also thinks that *Using Keywords* (Mem.2.C) is used to recall the forgotten vocabulary items. It is almost same with Hanani's reason.

4. Reduce Nervousness (Grouping (Mem.1.A))

Different from Afra's reason, In the interview, Viona has reason that she chooses this strategy because "it will reduce nerveosness". For Viona, with finding out the answer with her friends is more comfortable than asking the answer to her tutor.

4.1.2.3 Compensation Strategies

Related to the use of the *Compensation Strategies*, there are three reasons why they chose to use *Compensation Strategies*: They are easy, fun, and sometimes forget about new vocab.

1. Easy (Using Linguistic clues (Com.1.B))

Based on the interview, Afra, Viona, and Fatimah like to use this strategy because with *Using Linguistic Clues* (Com.1.B), they easy to get explanation of any vocabulary from linguistic clues.

2. Fun (Getting Help (Com.2.H))

Like Afra's reason "It is fun if get a help about that vocab", and Fatimah also has fun as a reason why she uses this strategy. They claim that using *Getting Help* (Com.2.H) can guide them getting support, help, or assistance from other people (their friends or their tutor).

3. Forget a new vocab (Switching to the mother tongue (Com.2.A))

Beside this strategy, *Switching to The Mother Tongue* (Com.2.A), they can understand easily, this strategy is used by them because usually they forget about

a new vocab. This is like Fatimah's reason in the interview, "Using mother tongue because sometimes I forget that vocab in English".

4.1.2.4 Metacognitive Strategies

Related to the use of the *Metacognitive Strategies*, there are three reasons why they chose to use *Metacognitive Strategies*: They are get vocab in short time, easy to memorize, and helping to find the answer of problem.

1. Getting vocab in short time (Paying attention (Met.1.B))

Based on Hanani's reason, "With paying attention, because I get vocab in short time", her reason to like this strategy is she can get what her lecturer or a book conveys directly by using *Paying attention* (Met.1.B).

2. Easy to memorize (Paying attention (Met.1.B))

According to the interview, they choose *Paying Attention* (Met.1.B) because they claim that with *Paying Attention* (Met.1.B) from their tutor explanation, they can find and memorize a new vocab easily and directly also.

3. Helping to find the answer of problem (Self-evaluating (Met.3.B))

Furthermore, *Self-evaluating* is preferred because they fell having many shortcomings. They fell that they always do wrong thing that make failure. Hence, when they return, they evaluate themselves to find their mistake. Like as Adellia's reason, "because it will help me to find answer in my problem".

4.1.2.5 Affective Strategies

Related to the use of the *Affective Strategies*, there are three reasons why they chose to use *Affective Strategies*: They are can create a relaxed atmosphere, only for accompanying them, and simple, easy to memorize.

1. Can create a relaxed atmosphere (Using music (Aff.1.B))

According to the observation and interview, they apply *Using Music* (Aff.1.B) in each of the observation period. They like to use music because it can create a relaxed atmosphere. Like Lia's reason "Because I can enjoy about new vocab and get relaxation", she claims that she also gets relaxation if she use the music to get a new vocab. Besides that, based on Tiyas's reason "It also makes me easy to memorize and I think it is fun", she likes *Using Music* (Aff.1.B) because it is fun. And two of the students, Viona and Hanani also have opinion that music makes them easy, enjoy, and comfort to get new vocabulary.

2. Only for accompanying them (Using music (Aff.1.B))

Based on the observation done by researcher and the interview also, a half of them use the music only for accompanying them, not to be listened. If they learn together with their friends, they usually cannot learn because the situation will be crowded. So they prefer to learn alone, accompanied by the music. They also get any new vocabularies that find in that song.

3. Simple and easy to memorize (Using checklist (Aff.3.B))

According to Dwi's reason "Because I can check any times, a vocab that I have learn", she claims that with *Using Checklist* (Aff.3.B), she can easy to check

4.1.3 Take Role of Each Strategy

Based on the result of the interview and the observation, every strategy definitely gives certain influence to the subject who applies it. However, the way every strategy affects may be different to each subject. In the interview, the researcher had asked every subject about the way each strategy influences or makes effect to their vocabulary acquisition process.

4.1.3.1 Cognitive Strategies

First is *Repeating* (Cog.1.A) which is applied by 20 students in every observation period. They have almost same opinion about how this strategy takes role on their vocabulary acquisition process. This strategy affects Lia, Viona, Tiyas, and Delta's vocabulary acquisition by letting them practice directly any new vocabulary in their mother tongue. At Language activity, their tutor usually gives a new word and asks them to repeat again. So, their memory can reach that vocab quickly and easily.

Second is *Translating* (Cog.3.C) which is applied by 10 students in every observation period. Nevertheless, they have different opinion about how this strategy takes role on their vocabulary acquisition process. This strategy affect Lia's vocabulary acquisition by letting her knows directly a translation of any new vocabulary in her mother tongue. She uses simple technology "Alfalink" to know the meaning of the word that she does not now.

The third is *Taking Notes* (Cog.4.A) which is applied by 4 subjects during the observation period. This strategy affects their vocabulary acquisition when it is done repeatedly so it will be automatically saved in their brain. On the

other side, this strategy affects a half of them in their vocabulary acquisition by making them easier to find any vocabulary they forget that they are once noted it.

4.1.3.2 Memory Strategies

First is *Grouping* (Mem.1.A) that is considered to be applied by 7 subjects. Afra argues that this strategy takes role by making her enjoy with her friends to get the vocabulary. The reason is not much different from Viona. She claims that this strategy makes her reduce the nervousness and get new vocabulary or gets the answer of problems with *Grouping*.

The second is *Using Keywords* (Mem.2.C) that is considered to be applied by 3 subjects. Furthermore, in interview, Hanani argues that this strategy takes role by making her remembers the vocabulary that she forgets using keywords. She claims that this strategy makes her remembers vocabulary by retrieving first or last letter of a word or its characteristic features. She adds that it could also means the usage of keywords to memorize or keep something in mind. From review that is given by them, it can be said that this strategy helps them recalling vocabulary by any word that relate to it.

4.1.3.3 Compensation Strategies

The first is *Using Linguistic Clues* (Com.1.B). Afra, Viona, and Fatimah argue that this strategy can help them recall their vocabulary by remembering the clue of it, like its word classes etc. They also get explanation of any vocabulary from linguistic clues. This method is usually used by them in reading a text. When

they find any word that they do not know, they can get its meaning from other nearby words.

The third is *Getting Help* (Com.3.F). This strategy is considered to be used by Afra and Fatimah. According to their recognition, this strategy can fix their confusion directly when the person that they ask for help could understand and answer them directly. Fatimah also says *Getting Help* can help her getting support, help, or assistance from other people (their friends or their tutor).

The first is *Paying Attention* (Met.1.B). Hanani, as the student apply this strategy to her vocabulary acquisition process, claims that this strategy make her more focus in doing activity that may contain acquisition, such as reading and listening carefully. She can get what her lecturer or a book conveys directly by using *Paying attention*.

Although not all strategies have significant impact, it is proven that some particular strategies because each strategy has certain impact on vocabulary acquisition processes. Furthermore, the same strategy can be used differently in different subject. In other words, direct strategy can be used directly, and vice versa. The researcher also finds that there are two ways to make the subjects get new vocabulary directly or just support the learning process indirectly.

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far from learning activity at the Islamic Boarding School that involves music as one of the tools required.

Moreover, the researcher finds that the same strategy can be chosen based on different reasons. It can be seen on the intention of each subject to use *Using Music*. Lia and Tiya use that strategy because it can create a relaxed atmosphere. Viona and Hanani apply that strategy because music makes them easy, enjoy, and comfortable to get new vocabulary. And based on the observation done by researcher and the interview also, a half of them use the music only for accompanying them, not to be listened. It means that their strategy choice is affected by some individual and situational factors. This fact is in line with the result of the research conducted by Boonkongsaen (2012). He found that the factors affecting learners' variation in the use of vocabulary learning strategy were their individual differences, situational, social factors, and learning outcomes.

The way each strategy takes role in vocabulary acquisition process is also depended on the subject who chooses it. Using music, for example, is a strategy which can support the user's vocabulary learning and acquiring process by lowering their anxiety and improving motivation. However, a subject recognize that she can not only be helped in lowering anxiety but also learn new vocabulary from its lyrics. It means that a strategy may take different role in different subjects.

Based on the limitation of this research, there are some suggestions for further researcher to either close the gap or fix some imprecision of this research. Since this research is conducted only to female students, the next research should collect data from male subjects or both. It can also be from different age, such as kindergarten, elementary, junior high, or senior high school students.

[illegible]

The next researcher can also conduct research to find other factors that influence language learning strategy choice. There are so many factors that can generate different result such as motivation (Khamkien, 2010), additional experience, belief, attitude, language proficiency, and situation (Boonkongsaen, 2012). Moreover, a research conducted by Zarei (2013) led to the conclusion that there was a correlation between sex differences and the choice of strategies. She found that there is a significant difference between male and female in using strategies to learn language. In contrast, a research conducted by Khamkien (2010) lead to the conclusion that gender was not included in the group of variables that affect learning strategy choice.

Meanwhile, the findings about the most often used strategies are similar to the result of the research conducted by Easterbrook (2013). He conducted a research to Chinese English Majors students and found that the most frequently used strategies were guessing meaning, looking up dictionary, learning its spelling, writing it down, learning its pronunciation, saying it aloud, and connecting it with the Chinese meaning.

Writing it down is considered to be the same as *Taking Notes* (Cog.4.A) which is a strategy that used by every subject not less than twice during this research. Moreover, looking up dictionary was considered as similar to *Translating* (Cog.3.C) which is used by a half of the subjects in every observation period in this research. From these investigations, it may be reasons behind the selection of these strategies as the commonly used strategies in other researches.

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